2006-2007 NONACADEMIC DATA REPORT GUIDELINES (2005-2006 SCHOOL YEAR DATA)

Retention Rate (grades 4-12)
Dropout Rate (grades 7-12)
Transition to Adult Life Success Rate (graduates)

The following guidelines are intended to provide specific information regarding definitions and procedures for collecting data on *Grade 4-12 Retentions*; *Grade 7-12 Dropouts*; and *Transition to Adult Life for Graduating Seniors*.

September 2006

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SUMMARY OF DATA COLLECTION DEADLINES

Date	Activity
September 1	Transition to Adult Life verification period begins
October 2	Last date to verify 2005-2006 dropouts Scheduled date for the Web Application for Data Entry to go Live.
November 1	*Nonacademic Data Report* including *Retention*, *Dropout* and *Transition to Adult Life* data due to KDE

The Nonacademic Data Report is due to KDE November 1, 2006

Instructions and the data collection instrument used to capture the data necessary for the Nonacademic Data Report will be available October 2, 2006.

Assistance:

For assistance please contact Chris Thacker at (502) 564-5279 or via email at chris.thacker@education.ky.gov.

SUMMARY OF CHANGES FOR 2005-2006 NONACADEMIC DATA SUBMISSION

1. *New Withdrawal codes approved by the Kentucky Board of Education were used for the first time during the 2005-2006 school year. Those codes and their definitions are listed on pages 9 and 10 of this document and impact the data reported on this data collection.*

2. *Students who receive their GED from a state approved program **prior** to October 1, 2006 will be reported as graduates for the 2005-2006 school year. This is the second year of reporting these students as graduates on this data submission.*

3. *Tables for each of the three data submissions include columns for reporting the number of students with and without disabilities as well as the number who do and do not receive services under the Limited English Proficiency (LEP) program. The Non-Academic Data web application will reflect these changes. Screen shots and directions for completing the application are contained in Appendix B, which begins on page 26 of this document.*

4. *Do not report a student as a dropout if he or she is enrolled in a district-operated or district-contracted alternative program leading to a certificate of completion/attainment or a General Educational Development (GED) diploma; or if the student has withdrawn from school during the 2005-2006 school year and is awarded a General Educational Development (GED) diploma by October 1, 2006*

COLLECTION OF RETENTION AND DROPOUT DATA
Retentions

Student retention from the 2005-2006 school year for grades four through twelve (4-12) must be noted, by grade level; gender; race; by students **with and without disabilities**; and by students who are and are not **Limited English Proficient**, in the *Nonacademic Data Report* submitted to the KDE. You can use the worksheet on page 18 to assist with this task.

Dropout Data

Dropout data is reported for each grade, 7 through 12, gender; race; by students **with and without disabilities**; and by students who are and are not **Limited English Proficient**. The worksheet on page 18 provides a simple table to record this information.

Dropout Definition

*Note: Effective July 1, 2006 (for the 2006-2007 school year), the school of record for reporting dropouts will be the school where the student was enrolled **prior** to dropping out **if** the student was enrolled in that school for at least thirty (30) instructional days. Students not enrolled in a school for at least 30 days who drop out will be reported either at the district or state level depending on where the student previously attended.*

A. According to the National Center for Educational Statistics (NCES) definition adopted by the Kentucky Board of Education, a **dropout** is an individual who:

   1. Was enrolled in school at some time during the previous school year (2005-2006);

   2. Was not enrolled at the beginning of the current school year (2006-2007);

   3. Has not graduated from high school or completed a state or district approved educational program such as a GED or certificate of completion/attainment pursuant to an individual education program (IEP); and

   4. Does not meet any of the following exclusionary conditions: (a) transferred to another public school district, private school, or state or district approved education program; (b) temporarily absent due to suspension; or (c) died (or deceased)

B. When determining dropouts, the following definitions apply:

   1. A **school year** is defined as the 12-month period of time beginning with the opening day of the 2005-2006 school year and ending the day prior to the opening of the 2006-2007 school year.

   2. A school **completer** has graduated from high school, received a certificate of completion/attainment pursuant to an individual education program (IEP) or completed a state or district approved educational program, upon receipt of formal recognition from school authorities.

   3. A state or district approved program may include special education programs, home and hospital (homebound) instruction, or some other certification differing from the regular diploma.

   4. Transfer may be demonstrated through a transcript request or other documentation giving evidence of continuing elementary or secondary education.

C. Schools are accountable for students for the full school year, including summer school. This means a student who drops out over the summer **must** be reported. A summer dropout is counted during the school year in which s/he failed to return, <u>not</u> during the school year s/he completed. This means a student who dropped out of school during the summer of 2005 (last year) is reported as a dropout on this year's Dropout data table. A student who dropped out during the summer of 2006 who completed the traditional 2005-2006 school year is reported as a dropout on the 2006-2007 Dropout data next year (if he or she does not re-enroll by October 1, 2006.) Schools should maintain a list of students who complete each school year but did not re-enroll for the following school year to verify their status as either a dropout or attending another school or district.

D. Schools are responsible for verifying the whereabouts of all students enrolled for the 2005-2006 school year who withdrew from the school.

E. Schools must account for withdrawals in grades 7-12. ***Any student in grades 7-12 who is not accounted for is considered a dropout***. A dropout rate in elementary schools (entry level, primary and grades 4-6) is not calculated for accountability purposes.

F. The ***W20***, ***W21***, and ***W22*** withdrawal codes are used specifically to account for ***verified transfer students*** and are not considered dropouts

G. Consistent with the spirit of KERA, calling for schools to reduce physical and mental barriers to learning, a student who is ill and participating in an approved home and hospital (homebound) instruction program is not considered a dropout. **However, a student coded as *W07* and who is neither in school, nor participating in an approved educational program is a dropout.** Schools should update their ***W07*** data from the 2005-2006 school year to account for students who were coded as ***W07***'s and then re-enrolled in school for the 2006-2007 school year. Students previously coded as ***W07*** who re-enter school by October 1 of the following school year are not considered dropouts.

H. The ***W23***, ***W24*** and ***W25*** withdrawal codes are used specifically for students who have either moved and enrollment elsewhere has not been substantiated or who are sixteen (16) years or older and dropped out of public school. These students are considered dropouts. **NOTE: Students coded *W12* whose attendance in the court prescribed educational program cannot be verified are also considered dropouts.**

I. Students coded ***SSP2*** are also considered dropouts. A complete description of all withdrawal and other codes is found on pages 9 and10.

Documenting School Leaver Status

A. Each school must document a student as a legitimate school **leaver** (i.e., documented transfer or completer), or the student is automatically considered a dropout. Documentation helps to ensure uniform and comparable dropout data across schools, districts, and states.

B. In general, documentation will involve:

1. A formal notice of some kind (i.e., transcript request); or
2. Information from a responsible adult.

- Formal notice includes:

  o A formal request for transcript (or other written documentation) will suffice to verify that a student has transferred to another school. Date of receipt of request should be maintained, along with the address of the school to which the student has transferred. It is not necessary to verify that the student is actually attending the new school or to follow up with the student any further following receipt of a transfer request. 702 KAR 7:125 Section 20 (2) requires that a request for records and other information involving the transfer of pupils be maintained in the student's permanent file.

  o Notes from an exit interview with a school official, Director of Pupil Personnel records, letters from parents and the like are acceptable written documentation of school leaver status, if they document an actual status, not just intent. The communication must document that the student is enrolled in an approved educational program as opposed to the student's intent to enroll.

- Notification by responsible adult includes:

  o Parent or guardian, school official, faculty member, or other adult with responsibility for the student (e.g., pupil personnel, medical doctor, corrections official, etc.). For example, if the school contacts a parent and the parent says that the student has taken a job and dropped out, written documentation of the phone call will suffice to verify the status of the student as a dropout.

  o Responsible adult can also include a family member (grandparent, sibling, aunt, etc.), responsible neighbor, or friend or local community member at least 14 years of age who can verify the whereabouts of the school leaver. The person must have direct knowledge of the school leaver's whereabouts. Second-hand information is not valid.

EXAMPLES OF VERIFIED TRANSFER STUDENTS:

- *George's mother asked for a copy of his immunization records and told the school counselor their family was moving to Orange County, Florida in a few weeks. An inquiry from the district to the Orange County schools confirmed that George was enrolled in 7th grade at Orange County Middle School.*

- *In a telephone call, George's mother told the attendance clerk that George was just finishing his first semester as a seventh grader in Orange County Middle School.*

- *The school received a formal request for George's records from Orange County Middle School in Florida since he had recently enrolled as a seventh grader.*

EXAMPLES OF DROPOUTS:

- *Tammy enrolled in Mountain High School in September 2005 as a ninth-grader and completed the fall and spring semesters (2005-2006 school year). By October 1, 2006, Tammy did not show up at Mountain High School. Her enrollment could not be substantiated elsewhere. This would make Tammy a summer dropout and thus would be counted as a 2006-2007 dropout for her sophomore year.*

- *In a telephone call, Tammy's older sister told the attendance clerk that Tammy worked at a local store and did not plan to return to school.*

The chart below will assist you in determining school leaver status:

A STUDENT WHO:	DROPOUT?	CODE
1. Graduated	No	**NA**
2. Was in membership only during the summer following the 2005-2006 school year (not officially in membership)	No	**NA**
3. Left school after passing the age up to which district must provide free public education	**Yes**	**W25**
4. Died	No	**W08**
5. Has not graduated, received a GED, or completed an approved program, and educational status subsequent to leaving school is unknown	**Yes**	**W25**
6. Moved out of district or state and is not known to be in school	**Yes**	**W24**
7. Transferred to, and is in membership in:		
a.) Another public school district in or out of state	No	**W22**
b.) Private school in or out of state	No	**W21**
c.) Early college (baccalaureate credit) admissions before receiving high school diploma	No	**W09**
d.) Legitimate* home school	No	**W20**
e.) Expelled for behavioral reasons withdrawn to a state agency.	No	**SSP1**
f.) Expelled for behavioral reasons withdrawn to a regional alternative facility.	No	**SSP1**
8. Enrolled in an institution that is not primarily educational (Military, VoTech, etc.), not considered special school district	**Yes**	**W25**
9. Is in district and not in school:		
a.) Long term absence because of illness		
1.) and who are participating in an approved home and hospital (homebound) instruction program	No	**W07**
2.) and not receiving educational services (i.e., residential drug treatment center, severe physical or emotional illness)	**Yes**	**W07**
b.) Absent because of disciplinary action		
3.) Expelled for behavioral purposes, being provided educational services by the expelling local school district.	No	**SSP1**
4.) Expelled for behavioral purposes, being provided educational services by a regional alternative facility not run by the expelling local school district.	No	**SSP1**
5.) Expelled for behavioral reasons and not being provided educational Services	Yes	**SSP2**
6.) Expulsion period has expired, and student has not returned to school	Yes	**W25**
7.) Expelled, transferred to and enrolled in membership in another school district.	No	**W22**
10. Is in alternative educational setting (i.e., home and hospital (homebound) instruction, special education residential facility, correctional institution, community or technical college):		
a.) Program administered by agency considered a special school district or extension of a regular school district in alternative educational setting (i.e. home and hospital (homebound) instruction, special education residential facility, correctional institution, community or technical college).	No	**W22**
b.) Program is off-campus offering of regular school district.	No	**W02**
c.) Program administered by agency considered a special school district or extension of a regular school district.	No	**W02 or W22**
d.) Program not approved or administered by district; program classified as adult education.	**Yes**	**W25**

Legitimate home schools are those who have notified the local superintendent of schools each year by letter that they have established a home school and report the names, ages and place of residence of each of their children in attendance at the school and carry out the laws relating to compulsory attendance; teach those subjects that will educate children to be intelligent citizens; provide instruction for a term that is at least as long as the term in effect for the public schools in the district where the child resides; record and maintain scholarship reports of each student's progress in all subjects taught at the same intervals as the local public schools; keep accurate attendance records of pupil attendance; be open for inspection by directors of pupil personnel, officials of the Department of Education or the Cabinet for Families and Children; and are knowledgeable about the transfer process between the home school and public schools and understand that this process requires the public school to assign the incoming student to the grade for which he/she is best suited.

QUESTIONS AND ANSWERS ABOUT DROPOUT DATA & COLLECTION

1. How long is our school responsible for students?

Each school is responsible for all students who have enrolled during the 2005-2006 school year until students are verified as transferring to an approved school or verified as graduated. Any student enrolled during any part of the 2005-2006 school year who does not re-enter school by October 1, 2006 and is not verified as enrolled in an acceptable educational program is considered a dropout.

Enrolled in 2005-2006 and:	Status:
Returns to school by 10/1/06	Not a dropout
Withdrew in 2005-2006 and returns by 10/1/06	Not a dropout
Completed 2005-2006 school year and does not return to school by 10/1/06	2006-2007 dropout
Withdrew in 2005-2006 and returns after 10/1/05	2005-2006 dropout
Withdrew in 2005-2006 and returns by 10/1/06, but withdraws after 10/1/06	2006-2007 dropout

2. What about students who drop out and return to school?

If a student leaves school and does not transfer to an approved school, then they are considered dropouts. If a student returns to school by October 1 the student is not a dropout and should be coded with the appropriate re-entry code. (A student may be reported as a dropout in multiple years, but only one time each year.)

3. What about students who drop out and return to school more than once during the year?

If a student drops out more than once during the school year, the student should only be counted as a dropout one time per year. By submitting withdrawal data in the fall instead of June, each school should be able to provide an accurate dropout count.

4. What about students enrolled in drug or alcohol treatment programs?

If a student is receiving educational services they are not considered a dropout. However, if a student does not return to school after the end of the treatment period, he or she is considered a dropout.

5. What about students who are in alternative programs?

Students who are enrolled in alternative programs affiliated with A1-A6 schools are not considered dropouts.

6. How will dropout data be used in the school accountability system for this accountability cycle?

The dropout rate is combined with other Non-academic indicators (attendance, retention and transition). Non-academic indicators are combined with cognitive measures (Reading, Math, Science, etc.) to form a school accountability index.

7. How does enrollment in an approved GED program or receiving a GED impact a student's withdrawal status?

   If a student receives a GED from an approved program prior to withdrawing form the district this student's withdrawal code is W26 and is NOT a dropout. However, if the student withdraws prior to receiving a GED, they are considered a dropout and their withdrawal code is W25. If this student later receives a GED prior to October 1, 2006 their withdrawal code is changed to W27 and the student is no longer considered a dropout.

8. How are students who receive a certificate of completion/attainment according to their IEP reported?

   Students who receive a certificate of completion/attainment are reported the same as students who receive a regular high school diploma. If they receive a certificate of completion/attainment prior to the end of the school year their withdrawal code is W09. If they complete the academic year and then receive a certificate of completion/attainment, the student receives no withdrawal code but is reported as Grade 13, designating their status as a graduate.

<u>DEFINITIONS OF WITHDRAWAL CODES</u>

W01 - A pupil transferred to *another homeroom* in the same school. The reentry code to use with W01 shall be R01;

W02 - A pupil transferred to *another public school* in the same public school district. The reentry code to use with W02 shall be R02;

W07 - A pupil withdrawn due to those *communicable medical conditions* that pose a threat in school environments listed in 902 KAR 2:020, Section 1(1), accompanied by a doctor's statement certifying the condition, or any *other health related condition* for which the student is too ill to participate in regular school attendance or local homebound instructional services, or if the student has obtained a doctor's statement certifying the condition. The reentry code to use with W07 shall be R06;

Note: Students coded **W07** who are participating in an approved home and hospital (homebound) instruction program are not considered dropouts. **However, students not receiving educational services (i.e., residential drug treatment center, severe physical or emotional illness) are reported as Dropouts under this withdrawal code.**

W08 - A pupil withdrawn due to *death*;

W09 - A pupil who has *graduated or completed an individual education plan* prior to the end of the school term or year;

W12 - A pupil under the *jurisdiction of the court*. For purposes of the W12 code, a pupil may be considered under the jurisdiction of the court on the day the petition is filed with the court. The reentry code to use with W12 shall be R06.

Note: For accountability purposes, a **W12 shall be considered a dropout *if* the district cannot substantiate enrollment in the proper educational setting as designated by the court**;

W17 - An entry level student in the primary program, withdrawn during the first two (2) months enrolled due to immaturity or mutual agreement by the parent, guardian or other custodian and the school in accordance with 704 KAR 5:060;

W20 - A pupil transferred to a *home school*. The reentry code to use with W20 shall be R20;

W21 - A pupil transferred to a *nonpublic school* (excluding home school). The reentry code to use with W21 shall be R21;

W22 - A pupil who has transferred to *another public school district* and for whom a request for student records has been received or enrollment has been substantiated, or a pupil who is known to have moved out of the United States;

W23 - A pupil withdrawn for a second or subsequent time who initially withdrew as a W24 or W25 during the current school year;

W24 - A pupil who has moved out of this public school district for whom enrollment elsewhere has not been substantiated;

W25 - A pupil who is at least sixteen (16) years of age and has dropped out of public school;

W26 - A pupil who has withdrawn from school *after completing* a secondary *GED* program *and receiving a GED certificate*; and

W27 - a student who has withdrawn from school *and subsequently received a GED*.

DEFINITIONS OF SAFE SHOOL CODES

Board Discipline Codes as used in STI for entry of Safe Schools Incidents:

Board Discipline id	Board Discipline Description
SSP1	Student Expulsions (receiving educational services)
SSP2	**Student Expulsions (not receiving educational services)**
SSP3	Student Suspensions (out of school only)
SSP4	Student Alternative Placement (no longer creates a safe schools incident)
SSP5	Student Corporal Punishment
SSP6	Law only

(Dropout codes are in bold face: **W23, W24, W25**, and **SSP2**. Students reported as either a **W07** or **W12** may be a dropout **if** it cannot be verified that the student is receiving approved educational services.)

<u>COLLECTION OF TRANSITION TO ADULT LIFE DATA</u>

Student transition data must be colleted and reported on students who graduate from Kentucky high schools. This data must include be disaggregated by students with and without disabilities by their race and gender. The purpose of tracking transition data is to determine the degree to which Kentucky graduates are able to make a successful transition to adult life as required by KERA. The term '**Graduate'** refers to any student receiving a high school diploma, GED from a district or state approved program, or other certificate of completion/attainment (special education) between the opening day of the 2005-2006 school year and the day prior to the opening of the 2006-2007 school year.

In addition to transition data on graduates, No Child Left Behind (NCLB) requires reporting the number of graduates by four status options. This data too must be disaggregated by students with and without disabilities and be reported by race and gender.

Definition of Successful Transition to Adult Life

A. A graduate shall be considered successful if he or she is:

1. Enrolled as a full-time student at a Postsecondary school (a minimum of 12 units per semester);

2. Employed at least 30 hours per week in a permanent position; employment includes paid work (self-employed or for a business), caring for children/family in the home, community service, or religious duties;

3. An active member of the United States military; or

4. Involved in any work/school combination adding up to at least 30 hours per week.

B. High schools must verify the status of each 2005-2006 graduate. Data must be received by KDE no later than November 1, 2006. School personnel can use the information provided by seniors on the Senior Transition Survey completed in the spring of 2006 as a lead in verifying the status of each graduate.

C. Work (employment) includes:

1. Paid employment;
2. Employments as intern, apprentice, missionary, volunteer in community service;
3. Unpaid labor in family business (such as a family farm);
4. Caring for home/family; or
5. Seasonal employment if it is cyclical rather than temporary.

D. Work (employment) does <u>not</u> include:

1. Temporary short-term employment;
2. Seasonal employment on a one-time basis (not cyclical);
3. Taking care of home/family due to unemployment; or
4. Travel primarily for recreation.

E. If a graduate is working and going to school, the following table should be used in determining whether s/he is considered successful for accountability purposes. "School/Work combination" is one of the categories for the status of a graduate. This category should be used to indicate a successful work-school combination as shown in the following table:

Minimum School/Work Requirements for Successful Graduates

SCHOOL COURSE LOAD	+	MINIMUM WORK PER WEEK	EXAMPLES OF SUCCESSFUL GRADUATES
Full-time:			
12 semester units (6 quarter units)	+	None required	Full-time student in college, vocational, technical, or special school.
Part-time:			
9-11 semester units	+	5.0 hrs*	Part-time student taking 10 units of college courses and working in a cafeteria 6 hrs per week.
6-8 semester units	+	12.5 hrs	Part-time student taking 6 units of courses in technical school and working 14 hours in an auto repair shop.
3-5 semester units	+	20 hrs	Part-time night student taking 5 units of courses and working at least 20 hours at a day job.
1-2 semester units	+	25 hrs	Graduate cares for family/home at least 25 hours per week and takes 2 units at local college.
Not in school	+	30.0 hrs	Gainfully employed at least 30 hours per week.

* EXAMPLE: A high school graduate enrolled in 10 semester units of courses is fulfilling 10 of the required 12 semester units, which is 5/6th of what is necessary to be considered successful. The remaining 1/6th can be accomplished by 5 (5/30 = 1/6) hours of work per week (5/6 course load + 1/6 workload = 100%).

Inclusion of Students with Disabilities in the Measure of the Percentages of Students Making Successful Transitions to Adult Life

With the exception of students who are eligible for participation in the Alternate Portfolio Assessment Program, schools that serve students with disabilities will be held accountable for these students' successful transition to adult life using the same standards applied to calculate this non-academic indicator for all other students.

Students eligible for the Alternate Portfolio Assessment may be considered to have made successful transitions to adult life if they:

A. Make a successful transition to adult life as defined for the regular population of students; or

B. Enroll as a full- or part-time student (no less than ten hours per week), at a post secondary vocational school or adult education program preparing students for integrated work; or

C. Work in an integrated setting (for at least 10 hours per week) where the majority of workers are not disabled and/or are participating in supported employment *(P.L. 99-506 defines supported employment as competitive work in an integrated work setting with ongoing support services for individuals with severe disabilities*).

Graduates transitioning to **community rehabilitation programs** shall be considered successful if the post-secondary training/employment takes place in an integrated environment.

Documenting the Status of Graduates

In order for this process to be successful, school personnel responsible for verification will need to use their best judgment to make some of the more difficult determinations of graduate status. For example, if a graduate has secured a full-time job but employment doesn't begin until December 1st, she should be considered successful. However, a graduate would not be considered successful if at the time of verification, he had found a four (4) week only temporary job.

Please follow these guidelines when reporting successful transition to adult life data:

A. Each high school or district will need to select personnel responsible for tracking and verifying the status of all 2005-2006 high school graduates.

B. Trackers may use the information provided by seniors in the *Senior Transition Survey* that was completed in the spring 2006 to help verify graduates. Each completed survey should provide the former student's address, home phone number, and the name and phone number of someone who was expected to stay in contact with the graduate.

C. If this information proves to be inadequate, check other school records for additional information. There may be an address, telephone number, or other information that can be used to track the graduate.

D. If the tracker is unable to contact the graduate, the status of a high school graduate can be verified by:

1. a family member (parent/guardian, grandparent, sibling, aunt, etc.) at least 14 years of age who knows the status of the graduate;

2. a responsible neighbor, friend, or local community member at least 14 years of age who knows the whereabouts of the graduate;

3. the employer for whom the graduate is working;

4. the postsecondary school, college, or university in which the graduate is enrolled; or

5. the military service in which the graduate is enlisted.

E. Verification can take place in person, by telephone, fax, or written letter of confirmation with individuals or groups described above.

F. Once the status of a graduate has been successfully verified, the tracker should complete the last section of the *Senior Transition Survey*. This information should then be aggregated and entered in the web application provided by KDE. Schools should retain completed surveys for record-keeping purposes; surveys may be used for random audits by KDE as part of the school accountability system.

Transition to Adult Life Codes

SUCCESSFUL

1   College - in KY *(at least 12 semester units)*

2   College - out of KY *(at least 12 semester units)*

3   Vocational/Technical/Special School *(full-time)*

4   Military Service *(full-time)*

5   Employment *(at least 30 hours per week)*

6   Work-school combination (*at least 30 hours per week combined*)

UNSUCCESSFUL

7   Unsuccessful (*including un- or under-employed graduates and graduates who could not be found or verified)*

NON-CLASSIFIED

8   Deceased

Note: Please do not include foreign exchange students or deceased graduates in your male/female, ethnicity, transition status totals or NCLB graduate totals.

QUESTIONS & ANSWERS ABOUT TRANSITION TO ADULT LIFE DATA

1. *Which graduates am I responsible to verify?*

   Any 2005-2006 graduate who received a diploma or certificate of successful completion between the opening day of the 2005-2006 school year and the day prior to the opening of the 2006-2007 school year are to be verified. A-1 schools are responsible for tracking, verifying, and submitting to KDE the status of graduates from corresponding A2-A6 schools and 999 programs.

2. *What about students who were seniors in 2004-2005 but did not graduate until the fall of 2005?*

   These students are considered 2005-2006 graduates and their status needs to be verified. Students who were seniors in 2005-2006 who will not graduate until after the opening of the 2006-2007 school year are considered 2006-2007 graduates, and their status does not need to be verified this year.

3. *What about graduates who were former Special Education students?*

   You will need to verify all former Special Education students who received a diploma or certificate of successful completion, regardless of whether they participated in the 12th grade assessment (writing portfolio). However, you will be able to indicate whether or not this student completed an alternate portfolio.

4 *What about graduates who transfer to another public high school during the year?*

   The rule of thumb is that each A-1 high school is responsible for verifying any 2005-2006 graduate, including graduates from corresponding A2-A6 schools, 998 and 999 (Home and Hospital) programs. If a student transfers from one A-1 high school to another A-1 high school and graduates, then the high school from which the student graduates is responsible for submitting the transition data.

5. *What if a graduate is a member of a military reserve unit but is not active more than one (1) weekend a month?*

   All graduates must work or go to school at least 30 hours per week in order to be considered successful. A graduate who is solely a member of the reserves would not fulfill this requirement and would be considered unsuccessful.

6. *What if I cannot locate the graduate?*

   You do not necessarily need to locate the graduate in order to verify his or her status. You will need to verify the status of a graduate with any responsible adult who has been in recent contact with him or her and can clearly describe what the graduate is currently doing.

7.   *Can a graduate verify what his or her peers are doing?*

   Yes. In fact, it might be easiest to have one graduate verify that other former high school classmates are enrolled in the same institution (i.e., college, vocational, or special school, etc.). The same holds true for graduates working in the same place of employment; one graduate can verify the status of the other graduates.

8. *What if the person I'm talking to is not sure what the graduate is doing?*

    You will need to use your best judgment. If the person heard the graduate talking about future plans, then this is not a reliable source of verification. If the person saw the graduate at a job site two weeks ago as a full-time employee, then this is more reliable information.

9. *How do I know whether a graduate is taking care of home/family out of choice or unemployment?*

    If the graduate is taking care of the home or family, ask if the graduate is also seeking employment outside of the home (i.e., applying for jobs). This, and other related questions, can help you to make this determination.

10. *What if I cannot verify a graduate?*

    The graduate should be coded as unsuccessful (transition code 7).

11. *How will Transition to Adult Life data be used in the school accountability system for this Accountability Cycle?*

    First, the Transition to Adult Life success rate will be combined with other Nonacademic indicators (attendance, retention and dropout). Second, Nonacademic indicators will be combined with cognitive measures (Reading, Math, Science, etc.) to form a school accountability index.

12. *What do I do if a graduate is deceased or is a foreign exchange student?*

    If a graduate is deceased mark them as Transition code 8 but do not provide additional information. If the graduate was a foreign exchange student, do not include this student in your status totals.

Reporting Graduate Data as required under No Child Left Behind

Because it reports on the same students, this data collection is completed along with the Successful Transition to Adult Life and is considered a secondary data table of that report.

NCLB requires that the number of graduates be reported by one of these four options:

Option 1: *Graduated with a Diploma in 4 Years*

Option 2: *Graduated with a Diploma in 4 Plus Years, but their IEP allowed for 4 plus years to graduate.*

Option 3: *Graduated with a Diploma (not specified above) that took more than 4 years to graduate.*

Option 4: *Graduated with a Certificate of Successful Completion*

This data is reported for the same graduates included in the Successful Transition to Adult Life Data and must also be disaggregated by students with and without disabilities as well as be reported by their race and gender.

APPENDIX A

WORKSHEETS FOR COLLECTION OF NONACADEMIC DATA

Nonacademic Data Report Worksheet for 2005-2006
Student Retention and Dropout Data

District Name:_____   District Number:_____

School Name: _____   School Number: _____

Retention Totals:

Grade	Disabilities		LEP Status		Total Retention Count
	With	**Without**	**Yes**	**No**	
04					
05					
06					
07					
08					
09					
10					
11					
12					

Dropout Totals:

Grade	Gender		Race/Ethnicity						Disability		LEP Status	
	Male	Female	African American	American Indian - Alaskan Native	Asian	Hispanic	White	Other	With	Without	Yes	No
07												
08												
09												
10												
11												
12												
Total												
Totals: *Gender			*Race/Ethnicity						*All		*All	

* **Please make sure that your total by Gender, Race/Ethnicity, All Disabilities and All LEP Status are the same.**

Nonacademic Data Report Worksheet for 2005-2006
Graduate Transition to Adult Life Data

District Name: _____   District Number: _____

School Name: _____   School Number: _____

Gender		Race/Ethnicity						Disability		LEP Status	
Male	Female	African American	American Indian - Alaskan Native	Asian	Hispanic	White	Other	With	Without	Yes	No
*Total		*Total Race/Ethnicity						*All		*All	

Successful Transition (See Transition Status Codes Below)								
Type of Graduate	*1*	*2*	*3*	*4*	*5*	*6*	*7*	*8*
Regular Diploma								
Certificate of Completion/ Attainment								
GED								
Total All Graduates								
***Total by Transition Status: (columns 1 through 8)**								

Transition Status Codes:
1 College- in KY (at least 12 semester units)
2 College- out of KY (at least 12 semester units)
3 Vocational/Technical/Special School (full-time)
4 Military Service (full-time)
5 Employment (at least 30 hours per week)
6 Work-school combination (at least 30 hours per week combined)
7 Unsuccessful (including un- or under-employed graduates and graduates who could not be found or verified)
8 Deceased

Note: Students on Alternate Portfolio are considered Successful if they meet the same criteria as other graduates or in the columns indicated below if they meet these standards:

3. Enroll as a full- or part-time student (no less than ten hours per week), at a post secondary vocational school or adult education program preparing students for integrated work;) or

5. Work in an integrated setting (for at least 10 hours per week) where the majority of workers are not disabled and/or are participating in supported employment *(P.L. 99-506 defines supported employment as competitive work in an integrated work setting with ongoing support services for individuals with severe disabilities)*.

Nonacademic Data Report Worksheet for 2005-2006
Graduate Transition to Adult Life Data

District Name: _____   District Number: _____

School Name: _____   School Number: _____

Type of Graduate (See NCLB Graduate Codes Below)			
1	**2**	**3**	**4**
*Total All Graduates by NCLB Codes			

NCLB Graduate Codes:
1 Graduated with a diploma in 4 years
2 Graduated with a diploma in 4 plus years, but their IEP allowed 4 plus years to graduate
3 Graduated with a diploma (not specified above) that took more than 4 years to graduate
4 Graduated with a certificate of successful completion

*Please make sure that your totals equal. The total by Gender, total by Ethnicity, total Disability, total LEP Status, total by Transition Status, and total by NCLB Graduate data should be the same.

ANNUAL SENIOR TRANSITION SURVEY   School Year: 2005-2006

1. ABOUT YOURSELF: Complete the information below (please print)

Your name:
_____
First Name   MI   Last Name

Address:
_____
Street Address

_____
City   State   Zip Code

Home Phone: (_____) _____

Parent/Guardian:
_____
First Name   MI   Last Name

High School:
_____
High school from which you are graduating

Date of Birth:
_____
Month/Day/Year

Gender: ☐ Male   ☐ Female

Race: ☐ African American   ☐ American Indian/Alaskan Native   ☐ Asian

☐ Hispanic   ☐ White   ☐ Other

2. WHAT DO YOU PLAN TO DO AFTER GRADUATION? (Please print)

If you do not know what you will be doing, provide your best guess.

☐ **Go to School (full or part-time in a college, vocational, technical, or special school)**

	Name of School	**Location (City, State)**
First Choice		
Second Choice		

☐ **Find a job**

	Name of Company	**Location (City, State)**
First Choice		

Second Choice

☐ **Join the military: (check one)**

   Army: ☐   Coast Guard: ☐   Air Force: ☐   Marines: ☐   Navy: ☐

☐ **Work full-time caring for home/family**

☐ **Participate in community service (Peace Corps, VISTA, religious duties, etc.)**

☐ **Other (describe):** _____

3. **How can we reach you this fall? (Provide the address and phone number of someone, different than above, who will stay in contact with you.)**

_____

Name of friend/family member   **Permanent street address**

_____

City   **State**   **Zip**   **Telephone**

FOR SCHOOL USE ONLY **Seniors- do not complete this section**	Graduate was verified by: ☐ Graduate ☐ Parent/Guardian ☐ Sibling/Friend ☐ Neighbor/Relative ☐ Post-Secondary School ☐ Employer/Military	Status of Graduate: 1 ☐ College: in Kentucky 2 ☐ College: Out-of-State 3 ☐ Vocational/Technical/Special School 4 ☐ Military Service 5 ☐ Employment 6 ☐ School/Work Combination 7 ☐ Un-successful 8 ☐ Deceased

_____   _____

Name of school/district staff who verified graduate   **Date**

Did this student participate in the alternative assessment process?

☐ **Yes**   ☐ **No**

This section is to be completed by the Career and Technical Education Coordinator or CTE Teachers (*The information for questions 1 and 2 must be provided by the CTE Coordinator for the district or school at the end of the student's senior year.*)

1. Did this student complete a Career and Technical Education Major/Program?

☐ **Yes**   ☐ **No**

2. If '**Yes**', which CTE Career Major/Program did the student complete?

_____

(CTE Career Major/Program)

3 Is the student pursuing a post secondary education program related to the CTE Career Major/Program identified above?

☐ **Yes**   ☐ **No**

4   Is the student employed in an area related to the CTE Career Major/Program identified above?

☐ **Yes**   ☐ **No**

GRADUATE TRACKING TIP SHEET

PAPERWORK NEEDED FOR TRACKING

☐ **LIST OF 2005-2006 GRADUATES FOR YOUR HIGH SCHOOL**

☐ **SENIOR TRANSITION SURVEYS**

☐ **GRADUATE TRACKING LOG (OPTIONAL)- MAKE A COPY OF THIS FORM FOR EVERY 2005-2006 GRADUATE**

☐ **OTHER RELEVANT SCHOOL FILES (I.E. STUDENT RECORDS)**

STEPS FOR TRACKING STUDENT

☐ **TRACKING LOG:**

Fill in relevant information regarding graduate on your graduate-tracking log (one per student)

☐ **SCHOOL CONTACTS:**

Utilize contacts from your school. Contact a teacher, club advisor, vice principal, a student, relative or one of the student's friends in school who might be able to give you current information on the student. This person must be at least 14 years old. Follow through with any suggestions, using directory assistance, referrals, and any other leads you may develop.

☐ **FAMILY, SCHOOL AND EMPLOYERS:**
From annual senior transition survey, locate the section that lists the number where student can be located in the fall. Try reaching the student, responsible adult (family member at least 14 years of age, neighbor, etc.), employer, school or military service for information. If no number is provided, check with the school or organization that the student may have listed (employer, military, etc.) for more information. Keep track of all calls on your graduate-tracking log.

☐ **STUDENT RECORD FILE:**
If no information provided through annual senior transition survey, research the student record file for a phone number so that you can contact the student's family or guardian.

☐ **OTHER RESOURCES:**
If you are unable to gain information for a student from any resources listed above, you may try to contact the Department of Motor Vehicles (DMV). Note: To do so, the DMV might require her date of birth and/or license number. A postal substation may be able to provide you with a forwarding address.

GRADUATE TRACKING LOG

NAME OF GRADUATE:	ID#:	SCHOOL:

PHONE LOG

DATE/TIME	TRACKER	PHONE# CALLED	PERSON CONTACTED	RESULT

MAIL LOG

DATE	TRACKER	PERSON/ADDRESS CONTACTED	RESULT

OTHER ATTEMPTS

DATE	TRACKER	ACTIVITY	RESULT

APPENDIX B

INSTRUCTIONS FOR WEB SUBMITTAL OF NONACADEMIC DATA

1) Ask the Web Applications Administrator Point of Contact (WAAPOC) for your district to set up a User ID and Password for you. Any questions regarding your district's point of contact can be addressed by contacting the KETS Help Desk via e-mail: ketshelp2@kde.state.ky.us or call (502) 564-2002 or 1-866-538-7435 (toll free).

2) Have each school in the district complete the worksheet(s) found in this document for retentions, dropouts and transition to adult life data.

3) Log into our web site: http://apps.kde.state.ky.us/login/.

4) Select the 2005-2006 Nonacademic Data Report. You will need to type in your User ID and Password.

5) This will take you to the Main Page for the Non-Academic Data web application. Based on your user ID, you will see only the district and schools for which your WAAPOC has given you rights to enter data. The Main Page for the Non-Academic Data web application will look similar to this:

Non-Academic Main Menu:

Select a district

Adair County

District:		
Adair County	District Summary	District Signoff

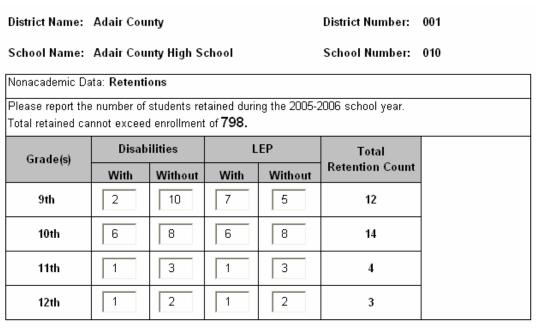| School(s):	■ Red color indicates, the school has completed reporting the data for that section.	■ Green color indicates, the school has not yet completed reporting the data for that section. Once the school completes that section, the color changes to red indicating the school has completed reporting the data for that section.	
	Retention 4-12	Dropout 7-12	Transition	
Adair County High School	Complete	Complete	Incomplete	School Signoff
Adair County Middle School	Complete	Complete		School Signoff
Adair Youth Development Center	Incomplete	Incomplete	Incomplete	School Signoff
John Adair Intermediate School	Incomplete			School Signoff
Knifley Elementary School	Incomplete	Incomplete		School Signoff
Shepherd Elementary School	Incomplete	Incomplete		School Signoff
Sparksville Elementary School	Incomplete	Incomplete		School Signoff

6) Different users will have access to different schools. The District DAC and WAAPOC will have access to the entire district and each school. Data is to be entered at the school level for each of the 3 reporting areas (Retention, Dropout, and Transition to Adult Life). The first time this page is accessed, each reporting area for every school should say "Incomplete". To enter data click on "Incomplete" where the column and row for the report and school intersect. It is recommended that you complete the reports in the order of the columns: Retention first, then Dropout and finally Transition.

7) When you click on "Incomplete" for Retention you will go to the data entry for Retention Data for the school you selected. The Retention data entry screen will look similar to this:

Retention Page:

District Name:	Adair County		District Number:	001
School Name:	Adair County High School		School Number:	010

Nonacademic Data: **Retentions**

Please report the number of students retained during the 2005-2006 school year.
Total retained cannot exceed enrollment of **798**.

Grade(s)	Disabilities		LEP		Total Retention Count
	With	Without	With	Without	
9th	2	10	7	5	12
10th	6	8	6	8	14
11th	1	3	1	3	4
12th	1	2	1	2	3

☐ No Retention Data to Report for this School

☑ **This section is finished.**

(When Retention data is complete, check the box labeled, 'This section is finished')
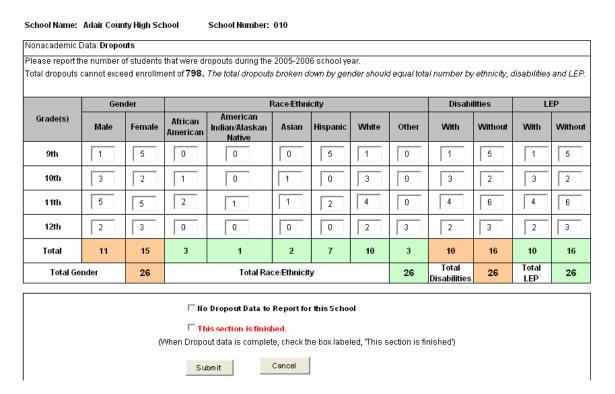
[Submit]   [Cancel]

8) Enter numeric data only (no alpha or other characters besides numbers) in each of the cells provided. If there are no retentions to report for this school, click your mouse in the square next to the words: "**No Retention Data to Report for this school**". When there is no data to report or all the retention data has been entered for the school, click in the square at the bottom center of the page marked, "**This Section is Finished**", then click the "**Submit**" button to accept the data as entered. This will return you to the Main Page shown above in item 5. Clicking the "**Cancel**" button removes the entered data from the screen.

9) Notice that the word, **"Incomplete"** has changed to "Complete". This means you have completed the data and clicked save on the data entry screen as described in the item above.

10) Data entry for the remaining two reports (*Dropout* and *Transition to Adult Life*) work similar to the Retention data entry screen, each with a box to check when there is no data to report and when the section is finished. As described in item 9, the word "Complete" will appear on the Main Page when you have click in the, "This Section is Finished" box, followed by clicking on "Save", then "Close". Remember, you must click on "Save" and "Close" for each report.

Please note there are four additional questions on the *Transition to Adult Life* report relative to new **No Child Left Behind** requirements. These four questions in section IV of the report count the number of graduates based on receipt of a diploma in four years; greater than four years as allowed by an IEP; greater than for years for other reasons; and graduated with a certificate of successful completion. All 4 sections of the Transition to Adult Life should report the same number of graduates.

On this page and the next are the screen shots of both the *Dropout* and *Transition to Adult Life* reports:

Dropout Page:

School Name: Adair County High School   School Number: 010

Nonacademic Data: Dropouts

Please report the number of students that were dropouts during the 2005-2006 school year.

Total dropouts cannot exceed enrollment of **798.** *The total dropouts broken down by gender should equal total number by ethnicity, disabilities and LEP.*

Grade(s)	Gender		Race/Ethnicity						Disabilities		LEP	
	Male	Female	African American	American Indian/Alaskan Native	Asian	Hispanic	White	Other	With	Without	With	Without
9th	1	5	0	0	0	5	1	0	1	5	1	5
10th	3	2	1	0	1	0	3	0	3	2	3	2
11th	5	5	2	1	1	2	4	0	4	6	4	6
12th	2	3	0	0	0	0	2	3	2	3	2	3
Total	11	15	3	1	2	7	10	3	10	16	10	16
Total Gender	26		Total Race/Ethnicity					26	Total Disabilities	26	Total LEP	26

☐ No Dropout Data to Report for this School

☐ This section is finished.

(When Dropout data is complete, check the box labeled, 'This section is finished')

Submit   Cancel

29

Transition Page:

District Name: Adair County   **District Number: 001**

School Name: Adair County High School   **School Number: 010**

Nonacademic Data: **Graduation**

Please report the number of students that were graduated during the 2005-2006 school year.

Total graduated cannot exceed enrollment of **798.** *The total graduates broken down by gender should equal total number by ethnicity, disability and LEP.*

Gender		Race/Ethnicity						Disabilities		LEP	
Male	Female	African American	American Indian/Alaskan Native	Asian	Hispanic	White	Other	With	Without	With	Without
1	5	0	0	0	5	1	0	1	5	1	5
Total Gender	6	Total Race/Ethnicity					6	**Total Disabilities**	6	**Total LEP**	6

Graduate Type	Transition Status Codes * (please see below for code descriptions)							
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**
Regular Diploma	1	0	0	0	0	0	0	0
Certificate of Completion	0	1	0	0	0	0	0	0
GED	0	1	1	0	0	1	1	0
Total Graduates	**1**	**2**	**1**	**0**	**0**	**1**	**1**	**0**
Total by Transition Status:								**6**

Transition Status Codes:
1. College in KY (at least 12 semester units)
2. College out of KY (at least 12 semester units)
3. Vocational/Technical/Special School (full-time) *
4. Military Service (full-time)
5. Employment (at least 30 hours per week) *
6. Work-school combination (at least 30 hours per week combined)
7. Unsuccessful (including un- or under-employed graduates and graduates who could not be found or verified)
8. Deceased

Note: Students on Alternative Portfolio are considered Successful if they meet the same criteria as other graduates or in the columns indicated below if they meet these standards:

3. Enroll as a full- or part-time student (no less than ten hours per week), at a post secondary vocational school or adult education program preparing students for integrated work;) or

5. Work in an integrated setting (for at least 10 hours per week) where the majority of workers are not disabled and/or
    are participating in supported employment *(P.L. 99-506 defines supported employment as competitive work in*

NCLB Graduate Data * (please see below for code descriptions)			
1	**2**	**3**	**4**
1	0	1	4
Total by NCLB Graduate			6

NCLB Graduate Codes:
1. Graduated with a diploma in 4 years
2. Graduated with a diploma in 4 plus years, but their IEP allowed 4 plus years to graduate
3. Graduated with a diploma (not specified above) that took more than 4 years to graduate
4. Graduated with a certificate of successful completion

☐ **No Graduation Data to Report for this School**

☐ **This section is finished.**

(When Graduation data is complete, check the box labeled, 'This section is finished')

[Submit]   [Cancel]

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11) After you have keyed in your data on each screen and returned to the Main Page, click on the words, "School Signoff" for that school. This locks the data in place and confirms the data has been entered. Upon clicking on "School Signoff" it will change to say "School Signed". When all schools in a district have the "School Signed" indicator, the District Assessment Coordinator (DAC) can click on "District Signoff" on the Main Page to lock down all data for every school within the district.

12) If you discover you need to change data on a school that you have already clicked on the signoff, your DAC or WAAPOC will be able to "unlock" the data for that school to allow for changes. Similarly for "District Signoff", the WAAPOC can "unlock" the entire district.

13) At any time from the Main Page, the DAC or WAAPOC may click on the words "District Summary" to get a report on data for all schools in a single table.

District Summary Page:

District Rate Summary for: Adair County

SCHOOL NAME	RETENTION 4 - 12	DROPOUT 7 - 12	SENIOR TRANSITION
Adair County High School	53%	53%	53%
Adair County Middle School	53%	53%	53%
Knifley Elementary School	53%	0%	0%
Shepherd Elementary School	53%	0%	0%
DISTRICT	**53%**	**53%**	**53%**

These rates reflect preliminary calulations. Actual rates are determined by the Division of Assessment and Accountability.

* Retention rate calculation is base on **03-04** year-end membership.

** Dropout rates calculation is based on **03-04** fall membership.

***Transition rates is based on successful transitions versus number of graduates.

14) Please note that if you are in the middle of keying in your data for a school, and get interrupted, you can choose save and close without marking the "This Section Is Finished" box. This will allow you to save what you have keyed in so that you can continue the data entry at another time.

If you need assistance with submittal of this data, please contact Chris Thacker at (502) 564-5279 or via email at chris.thacker@education.ky.gov.

APPENDIX C

REGULATIONS RELATING TO NONACADEMIC DATA

Kentucky Board of Education

Department of Education

Bureau of Learning Support Services

(New Administrative Regulation)

703 KAR 5:130. School district accountability.

RELATES TO: KRS 158.645, 158.6451, 158.6453, and 158.6455

STATUTORY AUTHORITY: KRS 156.070, 158.6455

NECESSITY, FUNCTION, AND CONFORMITY: KRS 158.6455 authorizes the Kentucky Board of Education to promulgate an administrative regulation establishing a local school district accountability program. This administrative regulation establishes eligibility for district rewards, and it establishes procedures for determining assistance and other consequences for local school districts having schools in need of assistance as defined in 703 KAR 5:020.

Section 1. Definitions. (1) "District evaluation team" means one (1) or more scholastic audit teams as established in 703 KAR 5:120.

(2) "Level 3" means a classification assigned to a school that has an index score that places it in the lowest one-third (1/3) of all schools below the assistance line.

Section 2. (1) Dropout data generated at an A2-A6 school shall be attributed to the school district in which the A2-A6 school is located, unless the district exercises the option in subsection (2) of this section.

(2) If a district where an A2-A6 school is located can identify the A1 school which would have served the student if the student had not required services offered by the A2-A6 school, then the dropout data regarding that student shall be assigned to the A1 school. If a school district exercises this option, the district shall accurately report specific student dropout data to the district containing the accountable A1 school to be included in the nonacademic data reported the Department of Education. If, after reasonable effort, the district cannot determine the proper A1 school of accountability, the district may request that the Kentucky Department of Education assign the data to the proper district or regional data.

Section 3. A local school district in which all schools are classified as progressing or meets goal under 703 KAR 5:020 and meets the dropout criteria established for schools in order to earn rewards in 703 KAR 5:020 shall be declared an exemplary growth district and shall receive rewards as determined by the Kentucky Board of Education.

Section 4. (1) A local school district shall be held accountable for providing its schools appropriate instructional leadership and instructional support.

(2) A local school district containing a school that is classified as Level 3 that was not classified as Level 3 the previous accountability cycle shall modify its district consolidated plan by including a specific support plan designed to assist each Level 3 school in improving its academic achievement. The plan shall address each of the areas listed in Section 5 of this administrative regulation and shall be sent to the local board of education members and to the Level 3 school council members or, if none exists, the principal, for approval.

(3) If a school is classified as Level 3 for two (2) or more consecutive accountability cycles, the school district shall be subject to a district audit conducted by a district evaluation team. The team shall review each of the areas outlined in Section 5 of this administrative regulation and the district's implementation of the previous accountability cycle's school support plan. The district audit team shall also evaluate the district as to district responsibilities using "Standards and Indicators for School Improvement", which is incorporated by reference in 703 KAR 5:120.

Section 5. A local school district shall address the following areas in its school support plan:

(1) Instructional leadership shall include evidence that the local school district provides:

(a) Instructional staff access to curriculum-related materials and training necessary to use curricular and data resources relating to the goals for Kentucky public schools established in KRS 158.645 and 158.6451 and the academic expectations established in 703 KAR 4:060 and the school's performance trends, which include state assessment data and other student achievement performance measures identified by the district;

(b) A professional development planning process that results in training activities provided for the certified staff within the goals established in KRS 158.6451 and the local needs assessment required in 704 KAR 3:035, annual professional development plan. The district shall include evidence that it equitably and effectively distributes professional development resources and has designed a district professional development program based on student achievement data; and

(c) A structure for instructional improvement including evidence that the local school district is actively supporting a systematic, school improvement planning process involving appropriate stakeholder groups, including parents, business representatives, and the general public, and the district is using all available and appropriate data;

(2) Financial services and support shall include evidence that district resources have been distributed to each school equitably and consistently in accordance with the requirements of 702 KAR 3:246, School council allocation formula. The district shall also demonstrate that decisions about discretionary funds and other available resources not included in the school allocation formula are directed by an assessment of need or a required plan, all of which are data driven;

(3) Safe and secure instructional facilities shall include evidence of adequate and equitable maintenance of facilities. In addition, safe and secure instructional facilities shall include evidence that the school district has reviewed and assisted in the implementation of the school-based safety plans dealing directly with issues related to discipline and a safe school environment; and

(4) An effective certified employee evaluation program shall include evidence that the evaluation of the principal and certified staff has been implemented in a regular and timely manner consistent with the district's approved evaluation plan submitted under KRS 156.101 and that the evaluation process focuses on improving instruction.

Section 6. The district evaluation team shall submit a report, including its recommendations, to the Commissioner of Education, the district superintendent, and the local board of education within two (2) weeks of its review. The report shall be presented by a member of the district evaluation team at a local board of education meeting with opportunity for public comment. The district evaluation team recommendations may include the following:

(1) No additional action is needed because the district is effectively implementing its school support plan which reflects strategies to meet the needs of the Level 3 school;

(2) Revisions to the school support plan are needed even though the district has effectively implemented its plan;

(3) Revisions in implementation procedures are needed as implementation of the school support plan is not effective; or

(4) A management audit as provided in KRS 158.785 and 703 KAR 3:205 is needed because the district has not effectively developed or implemented its school support plan.